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A Comprehensive Report and Evaluation Survey of the Alternate Opportunity Conference.

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The ADAPT Supplementary Educational Center is a Title III Elementary and Secondary Education Act PACE Center funded for the purpose of encouraging educational change and encouraging relevant activities in the educational programs in its service area. During 1967-68, one of the activities in the ADAPT application called for "four conferences for students." The "Alternate Opportunity" conferences were conducted for the purpose of demonstrating one method of helping to prepare continuation high-school students for the world of work. The strategy adopted was to place students in direct contact with personnel recruiters from industry in a realistic job seeking setting. They would be informed about the alternatives open to them and, at the same time, be provided with experiences in seeking positions. Appended are: (a) an announcement brochure; (b) Alternate Opportunity Conference program planning; (c) an evaluation of the conference; (d) letters of support; (e) a roster of adult participants; and (f) the financial report. (Author)

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RESEARCH BRIEF

A **pace** Multi-County Supplementary Educational Center
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A COMPREHENSIVE REPORT
AND
EVALUATION SURVEY
OF

The Alternate Opportunity Conference

Edgar M. Cameron

Staff Planner

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Research Brief No. 8
August 14, 1968

FOREWORD

The ADAPT Supplementary Educational Center is a Title III ESEA PACE Center funded for the purpose of encouraging educational change, and the encouragement of relevant activities in the educational programs in its service area.

During 1967-68, one of the activities in the ADAPT application called for "four conferences for students". A series of meetings with advisory groups resulted in the decision to implement this objective with the "Alternate Opportunity" conferences described in the following pages. These conferences were conducted for the purpose of demonstrating one method of helping to prepare continuation high school students for the world of work.

The strategy adopted was to place students in direct contact with personnel recruiters from industry in a realistic job-seeking setting. They would be informed about the alternatives open to them and, at the same time, be provided with experiences in seeking positions.

THE CONTINUATION HIGH SCHOOL

A Statement of Need

The California compulsory school attendance law requires all boys and girls to attend school until they have become sixteen years of age and have graduated from high school or until they have reached eighteen years of age if they have not completed high school. Boys and girls between the ages of sixteen and eighteen who are forced to withdraw from school because of economic reasons, or who withdraw because the regular school program does not meet their needs, are required to attend continuation schools or classes until they reach their eighteenth birthdays.

The programs offered in continuation schools and classes must be designed to meet the special needs of the students they serve. Students who have withdrawn from the regular school program for economic reasons and have enrolled in the continuation schools or classes will likely be most interested in learning information and skills that will help them to progress educationally and that they can immediately employ to increase their earning power. Students who have withdrawn from the regular school program because they were misfits and enrolled in the continuation schools or classes will likely lack interest in making educational progress, and they will not make such progress unless the program is designed to stimulate interest in learning and the instruction is conducted so that the students progress at rates commensurate with their abilities. The schools have a difficult assignment in this instance. However, in meeting this assignment, the schools have an outstanding opportunity to provide an educational service that will be highly rewarding to both the students and society.¹

1. Op. Cit., California State Department of Education, "Handbook on Continuation Education in California, Forward, p. iii.

Objectives

The objectives of continuation education are to:

1. provide an educational opportunity for employed students;
2. prepare youth for better employment;
3. motivate students toward graduation from high school;
4. prepare students to return to regular high school;
5. offer a friendly, low-pressure school environment where every student can achieve some degree of educational success.²

Objectives of the Alternate Opportunity Conference

The central concept of the initial Alternate Opportunity Conference series is best defined as a concerted, broad-fronts attack on attempting to effect a positive attitudinal change in the mind of the continuation high school individual. Expressed in more concise terms, the total thrust of the conference was to situate this special person squarely in the center of a circle where he could conceptualize his total self within the closely interrelated domains of education and community. The architects of the conference sought to make this "immersion into reality" a total experience throughout the limited duration of the conference period.

Through the medium of the conference, the multi-faceted community of education and productive employment confronted the student, on a person-to-person basis, with its demands for placing a person in a specialized and well-paying job.

A tentative strategy for immediate and long-term follow-up was necessary in order to evaluate the effectiveness of such a venture; possible future

2. Op. Cit., Tulare Union High School District, Bulletin: Continuation Education, Objectives, p. 1

refinement of the conference would depend almost entirely on a plan for evaluation.

The ADAPT Center sought to uncover ways to bring more relevancy into dissolving the inner fear of this special student. The Center found little opposition to this philosophy among those segments of the regional community participating in the conference program. However, it should be noted that in spite of a keen awareness of the need, the ADAPT Center was primarily concerned with devoting its time and substance to viewing the conference as a "feasibility study". Briefly, the Center wanted to scrutinize problems devolving out of: 1) costs, 2) program effectiveness, 3) logistics, 4) suitability of conference site and techniques for both on-site and follow-up evaluation. (Please refer to the Summary beginning on page 9.

Planning for the Conference

Initial staff discussion began in January, 1968. Definitive Center planning effort and positive, initial overtures were disseminated throughout the region for reaction early in February. (Please refer to Appendix A.) In formal action, the Executive Board of the Center extended its approval of the conference project in mid-month.

The five-county ADAPT region is divided into two areas by the intersticing County of Fresno which incorporates a separate PACE Center of its own. Three of ADAPT's counties lie to the north of Fresno County: 1) Madera, 2) Mariposa and, 3) Merced; and two are located south of Fresno County: 1) Kings and, 2) Tulare. Effective leadership emerged in both areas, committing both competency and enthusiasm to the charge of the conference objectives.

In the northern area, Mr. Denard Davis, Director of the Neighborhood Youth Corps and Adult Education for the Merced County Schools, served as chairman of the planning group; in the south, Mr. Jerry Angove, Director of Placement and Community Services, College of the Sequoias, Visalia. Separate conferences were held in the northern and southern sections of the service area. The two continuation high schools of the northern area (Counties of Madera, Mariposa and Merced) sponsored their conference at Camp Green Meadows. Eight of the nine continuation units located in the southern area (Counties of Kings and Tulare) held theirs at Camp Scicon. Additionally, the De Wolf Continuation High School of Fresno was prevailed upon to lend its very special support to the successful outcome of the entire twin-area conference. A listing of participating schools has been incorporated into this section.

Approximately one thousand man-hours were invested in the planning meetings, ranging from the first held on February 28, 1968 through the last held just prior to the conference start on May 28, 1968. Northern meetings were held in Merced and Madera, while those in the south were held in Visalia. ADAPT Staff Planner, Cameron, however, carried out numerous operational conferences both in and out of these three cities. Inter-PACE Center collaboration (ADAPT and EDICT) resulted in Mr. Elmer Cranmer, Principal, De Wolf Continuation High School of the Fresno City Schools, lending his valuable services in both area conferences which were presented in tandem during the final week of May.

From the outset, and continuing through mid-April, educators, exclusively, formed the planning body of the conference series. After the

meticulously planned operational machinery of the executive committee had been set up, and every facet of the conference program had been hammered out, carefully chosen members of the lay community were invited to participate and share in further deliberations of the planning council regarding program and overall operational procedure. Profound involvement, expansive diffusion and vitally indispensable intra-, inter-, community interaction will come to the immediate attention of the reader of this report as he scans the roster of supporting personnel of the Alternate Opportunity Conference series. (If interested, please refer to the all-inclusive roster in Appendix E.)

The Conference in Operation

Even prior to serious planning, the ADAPT Center sensed the need for a demonstration conference of this type for the benefit of the target student cited earlier; namely, 1) confront him directly with the seemingly countless employment opportunities available to him in our affluent society, 2) point up the requisite skills for obtaining and holding such employment and 3) directing his attention to the unalterable necessity of positive attitude changes indispensable for entering, and developing in, the world of productive work.

Continuation high school administrators and directors of Neighborhood Youth Corps Centers exercised extreme care in screening potential candidates from their individual student bodies for conference participation. Those seen on the verge of making a critical "life decision" were selected.

There was an ethnic mix among all student participants. (Please refer to Appendix C.) A similar racial diversity existed among the adults as

well. The same camp rules (Please refer to Appendix B.) applied in both camp sites: Camp Green Meadows, operated by Merced County Schools, and Camp Scicon, operated by Tulare County Schools. The same basic objectives obtained in both instances; minor divergences, centering primarily on desired outcomes, will be clarified later. Each section experienced a drop-off in student attendance estimated in projections during planning in the order of 40% (averaging for both sections); this attrition later proved beneficial for both student and counselor since the more intimate relationships accruing to both groups were later cited as a highlight of the two conferences.

Two of the adult participants were active in both areas--specifically, Mr. Elmer Cranmer, principal of Fresno's De Wolf Continuation High School, and Mrs. Kay Moore, field representative out of the Fresno Office of the Pacific Telephone Company.

Students were not permitted to drive to either conference site in personal cars; buses and counselors' cars were provided them for transportation.

The conference experience exposed the majority of students to several "firsts": an overnight stay in a beautiful camp setting; the menu was substantial and plentiful, and all participants were treated to an outdoor barbecue steak cook-out on one of the evenings at each encampment. Indeed, it is safe to assume that many of these young people encountered the community's concern for their welfare for the first time during their experience at the Alternate Opportunity Conference.

As delineated above, both commonalities and differences were present in the two situations. The differences, mostly of a marginal nature, merit equal time-sharing here.

The northern group, preferring to focus on the immediacy of job-placement for its students, elected to screen and commit seniors only. In the south, job-placement was de-emphasized; there, only a few seniors were granted access to a group composed largely of tenth and eleventh graders. At this juncture, it should be stated that, by special arrangements in both areas, a small number of students from the NYC program Adult Education and the College of the Sequoias were brought into the conference program.

The northern leadership of the conference invited boys and girls, while the southern limited participation to boys only. Supervision was well-managed in both areas; however, the south placed more stress on the need for tighter time-structuring throughout all phases of the program. More relaxed in its allocation of time "slots", better to suit the needs of older students, the north adopted a "two-night stand" approach--the south, a one-night stay-over. The southern section experienced a very minor scuffle between two of the thirty-five boys; no trouble arose among the forty-five boys and girls in the north. This may be attributed to more maturity, more purpose and motivation and, possibly, to the mollifying influence of the girls present in the northern student group.

Comparing along racial lines, the southern group's "Anglo" population only was greater, whereas the Negro and Mexican-American segments of the northern group were predominant across the total student population of the two encampments. This becomes immediately apparent in perusing the ethnic distribution chart in Appendix C.

Southern Director, Angove, brought in four junior college students for the dual purpose of: 1) stimulating group discussion and, 2) serving as

"models" for the target group. Three of these students were Mexican-American and the other of Anglo-Saxon origin. No junior college students were present in the northern conference.

Finally, in this listing of differences, northern Director Davis assumed the responsibility of organizing the preparation of the completely descriptive, pictorial brochure suggested by ADAPT during initial planning. Mr. Davis, in addition to having garnered considerable prior experience in the formulation of such publications, had access to the capable photography staff and extensive photo-processing facilities of the Merced County Schools Office.

The ADAPT Center in no way interfered with the individual predilections and philosophies of the two areas. In fact, ADAPT encouraged this and regarded it both as a natural outcome as well as a firm, more valid foundation for subsequent evaluation and necessary modification for other such ventures that might possibly emerge in the future.

Each area administration devised its own technique for scheduling students in and out of the several discussion modules. Exhibits of these two matrices are displayed in Appendix B. Each participant was given a registration-scheduling card during the orientation session. He then wrote in his particular choice for group visitation. Plenty of "break" periods among the meetings, meals, after dinner "buzz sessions" and in-cabin time afforded the young person considerable opportunity for informal chats (often on a one-to-one basis) with many of the representatives from the business community. The counselor-student ratio varied from one-to-one up to one-to-seven or eight; average ratios ran approximately one-to-four.

Educators wisely elected to refrain from "sitting in" on these sessions since their presence might detract from open and free discussion between industry recruiter and student. Discussion became so heated in some of the northern sessions that the students petitioned Director Davis to set up a general session featuring a panel composed of all the counselors (representing industry, unions, civil service, utilities and the military). Within a span of two hours, four picnic benches were placed end-to-end and metal folding chairs were positioned in rank and file manner before the makeshift podium, and in the setting of a beautiful grove of ponderosa pines, all were privileged to witness and participate in a remarkable example of truly meaningful extemporaneousness on the part of both counselors and students. Truly, this "panel" session proved to be the high point of the northern meeting. In the south, Director Angove demonstrated equal flexibility in accommodating an education research team which, unavoidably, found it impossible to arrive at Camp Scicon at an earlier, pre-arranged time. Both directors deserve high commendation for adherence to a philosophy that the needs of the target group were paramount and not the artificial constraints of a pre-set program schedule.

Summary

As explained earlier, the ADAPT Center's motivation for embarking on this venture was simply to test its feasibility--feasibility from every angle: worthiness of the basic concept, job-oriented or future job-preparation, one only or both sexes among students, evaluative techniques, staffing qualifications (educational and industrial), follow-up procedures, camp site setting, duration of conference, overall conference scheduling/program

procedures, cost-benefit analyses of follow-up production of pictorial brochures, surveying attitudes of both adult and student participants relative to their opinions of both the conferences passed and the make-up of a possible future replication and, finally, to note tendencies evinced by local schools or county school offices of the service area either to continue this concept or not.

A complete breakdown of the conference budget (stated in both separate as well as in combined terms) is displayed in Appendix F. The camp Green Meadows conference (northern) exceeded the cost of the southern by almost \$1,000.00. The reason for this disparity will become apparent upon reviewing the budgetary cost differential between: 1) staff administration and personnel and, 2) the \$474.00 brochure production item present only in the northern budget. Northern costs were higher because the session extended over two days and nights and staff was required to serve on its own time. The total cost of the conference series, however, fell far below initial calculations--a starting budgetary limitation of \$5,000.00 had been set at the outset of planning.

Evaluation instruments (Please refer to Appendix C.) specially designed by the ADAPT staff polled all of the adult participants of both sections, all of the students of the northern section and some 28½% of the southern. The two conferences were evaluated under differing circumstances: the northern group "on the spot" and the southern, delayed. ADAPT is interested in spotting any significant difference falling out of this time disparity in administering the instruments. Yet, it should be noted that some 71% of southern section student opinions (comments) will not be reflected in the total student tally.

APPENDIX A

ANNOUNCEMENT BROCHURE

Alternate Opportunity

A Plan for Exhibiting

Occupational Alternatives

to Young Adults

A Weekend Seminar
in
A Natural Setting

The Time
for
Action is

NOW!



THE ALTERNATE OPPORTUNITY PROGRAM

Many continuation high school students are simply unaware of the occupational alternatives open to them. The "why's" of such a situation are of small concern to us here. What should concern us, however, is that we have the problem in the here and now. It is a form of illness--a societal one. It isn't just festering, it's growing, and alarmingly so!

We discern a general, two-fold benefit accruing from helping young adults discover occupational alternatives:

- 1) motivational stimulation through expansion of job and economic possibilities, and
- 2) the salvation of potential, human talent both for the good of the individual and society as a whole.

The staff of the ADAPT Supplementary Educational Center is anxious to help inaugurate a program by collaborating in every way possible with responsible school officials and lay individuals within and without its service area.

A possible approach toward the solution of this problem could:

- establish two weekend conferences,
- set them in a natural environment;
e.g., Tulare County's Scicon site; Merced's Camp Green Meadows,
- offer them at staggered intervals, (April, or early in May)
one for the tri-county area of Madera, Merced and Mariposa, and
one for the counties of Kings and Tulare in the southern portion,
- procure competent staff to direct and conduct the conferences,
- provide two-way transportation for the participants,

- limit each conference group to 75 individuals,
- offer "opening" addresses to be given by carefully chosen:
 civic officials,
 representatives of the military,
 representatives of the local business community, and
 spokesmen and/or field consultants of larger industrial
 organizations,
- subsequent breakup of the larger group of participants into
 small "buzz" sessions of, say, six or eight students with
 one representative,
- offer the participant an opportunity for individual counseling
 regarding current occupational alternatives.

The ADAPT PACE Center stands ready and willing to furnish needed staff services, time and materials. Please know, too, that you'll be getting our fullest cooperation. We feel assured of your firm support!

Now, wouldn't you think it about time for us to meet and plan together? So, why not get in touch either with Mr. Cornwell or Mr. Cameron at the ADAPT Supplementary Educational Center in Visalia. Write or call "collect" if more convenient for you. In any event, we must get together to get results!

CALL, WRITE OR VISIT US SOON!

APPENDIX B

ALTERNATE OPPORTUNITY CONFERENCE PROGRAM PLANNING

MEMORANDUM

May 21, 1968

To: Continuation High School Principals
From: Jerry Angove and Ed Cameron
Re: Alternate Opportunities Conference - May 28 & 29

Enclosed please find the following materials:

Bus Schedule

Rules (7 copies)

Weekend Conference Registration Form (2 copies)

If you have any last minute questions, please do not hesitate to contact Jerry Angove (732-4711) or Ed Cameron (734-1981).

Encs. 10

The Alternate Opportunity Conference

Bus Schedule

Leave Tulare	8:00 a.m.
Leave C.O.S.	8:45 a.m. - Circle Drive
Leave Exeter	9:15 a.m. - across from Chuck Wagon
Leave Porterville	10:00 a.m. - Paul Bunyon

STUDENT RULES

1. No collecting. Be sure to stay with your group and on established trails at all times.
2. Smoking will be permitted only at Exeter House and Muir Lodge. No smoking in the cabins or privies.
3. Each student is responsible for following the rules. The teacher or counselor is in charge and his direction should be followed at all times.
4. Be on time at all meals.
5. You should not be in a cabin unless a group leader or counselor is in presence.
6. No talking after lights are out.
7. No radios. Keep billfolds, etc., with you at all times.
8. No knives will be permitted.
9. Bring flashlights and extra batteries.
10. No food in the cabins.
11. This is snake season. If you see a snake, stop and then move slowly away. Tell your teacher or group leader. Do not kill it.
12. Bring sleeping bag, toilet articles, towels and clothes for two days.

PROGRAM FOR

ALTERNATE OPPORTUNITY CONFERENCE

Tuesday, May 28, 1968:

11:00 - 11:30	Camp Orientation - Mr. Rich and Mrs. Ash Walking tour of camp and housing assignment
12:30	Luncheon - Mr. Angove and Mr. Cranmer
2:00	Session #1
2:40	Break
2:50	Session #2
3:30	Break
3:40	Session #3
4:20	Break
4:30	Session #4 - Management & Economics Research Incorporated
5:10	Clean up for dinner
5:30	Cook out
6:30	"Charlie Rich"
7:30	Buzz session and entertainment
9:30	Prepare for bed
10:00	Lights out

Wednesday, May 29, 1968:

7:00	Call
7:30	Assemble at flag pole - 20 minute nature walk
8:00	Breakfast and clean up cabins Remove all luggage to <u>porch</u>
9:00	Session #1
9:40	Break
9:50	Session #2
10:30	Break
10:40	Session #3
11:20	Pack bus and get ready for lunch
12:00	Lunch and adjournment

ALTERNATE OPPORTUNITY CONFERENCE

Camp Green Meadows

May 31 - June 2, 1968

TO: Youth Participants
FROM: A.O.C. Staff and ADAPT Center
SUBJECT: Schedule of Activities

We would like to welcome you to the first Alternate Opportunity Conference. This is a first attempt to bring youth, employers and information together in an informal setting.

We encourage you to participate actively in all sessions and activities, and by all means ask questions. This is your conference and we want to make it as interesting as possible.

ALTERNATE OPPORTUNITY CONFERENCE

Camp Green Meadows

May 31 - June 2, 1968

TO: Resource Participants
FROM: A.O.C. Staff and ADAPT Center
SUBJECT: Schedule of Activities

We are very happy to have you participate in the first A.O.C. at Camp Green Meadows. Each group will be scheduled to visit with each representative for 40 minutes and a 5 minute break to allow for each rotation. If you would like to arrange for individual interviews, tests, etc., please let supervisor and youth participant know when to return for same.

We invite you to spend the entire conference with us, and be a participant in all of our social activities.

H - (Hanford)
C - (Corcoran)
T - (Tulare)

V - (Visalia)
D - (Dinuba)
O - (Orosi)
E - (Exeter)

P - (Porterville)
S - (College of Sequoias)
N - (N.Y.C.)

2:00 - 2:45	3:00 - 3:45	4:00 - 4:45
1. H-1 T-1 V-1 D-1 O-1	C-1 E-1 P-1 S-1 N-1	C-6 T-6 D-6 O-6 P-6
2. H-2 E-2 P-2 S-2 N-2	C-2 T-2 V-2 D-2 O-2	C-1 E-1 P-1 S-1 N-1
3. H-3 T-3 D-3 E-3 S-3	H-6 V-6 E-6 S-6 N-6	C-2 T-2 V-2 D-2 O-2
4. H-4 V-4 O-4 P-4 N-4	H-5 T-5 O-5 E-5 N-5	C-3 V-3 O-3 P-3 N-3
5. H-5 T-5 O-5 E-5 N-5	H-4 V-4 O-4 P-4 N-4	C-4 T-4 D-4 E-4 S-4
6. H-6 V-6 E-6 S-6 N-6	H-3 T-3 D-3 E-3 S-3	C-5 V-5 D-5 P-5 S-5
7. C-1 E-1 P-1 S-1 N-1	H-2 E-2 P-2 S-2 N-2	H-1 T-1 V-1 D-1 O-1
8. C-2 T-2 V-2 D-2 O-2	H-1 T-1 V-1 D-1 O-1	H-2 E-2 P-2 S-2 N-2
9. C-3 V-3 O-3 P-3 N-3	C-5 V-5 D-5 P-5 S-5	H-3 T-3 D-3 E-3 S-3
10. C-4 T-4 D-4 E-4 S-4	C-6 T-6 D-6 O-6 P-6	H-4 V-4 O-4 P-4 N-4
11. C-5 V-5 D-5 P-5 S-5	C-4 T-4 D-4 E-4 S-4	H-5 T-5 O-5 E-5 N-5
12. C-6 T-6 D-6 O-6 P-6	C-3 V-3 O-3 P-3 N-3	H-6 V-6 E-6 S-6 N-6
8:00 - 8:45	9:00 - 9:45	10:00 - 10:45
1. C-5 V-5 D-5 P-5 S-5	H-3 T-3 D-3 E-3 S-3	H-6 V-6 E-6 S-6 N-6
2. C-6 T-6 D-6 O-6 P-6	H-4 V-4 O-4 P-4 N-4	H-5 T-5 O-5 E-5 N-5
3. C-1 E-1 P-1 S-1 N-1	C-4 T-4 D-4 E-4 S-4	H-4 V-4 O-4 P-4 N-4
4. C-2 T-2 V-2 D-2 O-2	C-1 E-1 P-1 S-1 N-1	H-3 T-3 D-3 E-3 S-3
5. C-3 V-3 O-3 P-3 N-3	H-1 T-1 V-1 D-1 O-1	C-1 E-1 P-1 S-1 N-1
6. C-4 T-4 D-4 E-4 S-4	H-2 E-2 P-2 S-2 N-2	C-2 T-2 V-2 D-2 O-2
7. H-6 V-6 E-6 S-6 N-6	C-2 T-2 V-2 D-2 O-2	C-3 V-3 O-3 P-3 N-3
8. H-5 T-5 O-5 E-5 N-5	C-3 V-3 O-3 P-3 N-3	C-4 T-4 D-4 E-4 S-4
9. H-4 V-4 O-4 P-4 N-4	H-5 T-5 O-5 E-5 N-5	C-6 T-6 D-6 O-6 P-6
10. H-3 T-3 D-3 E-3 S-3	H-6 V-6 E-6 S-6 N-6	C-5 V-5 D-5 P-5 S-5
11. H-2 E-2 P-2 S-2 N-2	C-6 T-6 D-6 O-6 P-6	H-1 T-1 V-1 D-1 O-1
12. H-1 T-1 V-1 D-1 O-1	C-5 V-5 D-5 P-5 S-5	H-2 E-2 P-2 S-2 N-2

Friday, May 31, 1968

6:00 p.m.
Dinner

7:30 - 8:30 p.m.
Orientation & Check-In

8:30 - 10:00 p.m.
Social Activities (games & prizes)

10:00 p.m.
Return to Cabin Elect Group Leaders

Saturday, June 1, 1968

8:00 a.m.
Breakfast

9:00 - 9:45 a.m.
Pacific Telephone Company

10:00 - 12:00 Noon
Group Sessions with Employers

12:00 - 1:00 p.m.
Lunch
Group Leaders Meet to Plan Social Activities (12:30 - 1:00 p.m.)

1:15 - 3:00 p.m.
Group Sessions with Employers

3:00 - 3:30 p.m.
Group Sessions with Counselors, Questions & Further Discussion on
Social Activities. (Coffee Break Emoloyers)

3:30 - 5:30 p.m.
Group and Individual Sessions with Employers File Applications, Tests, Etc.

5:30 - 6:00 p.m.
Recess - Free Time - Group Leaders Meet

6:00 - 7:00 p.m.

Dinner - Bar-B-Que Steak at Camp Fire, Choose you own, and Cook it

7:00 - 8:00 p.m.

Free Time

8:00 - 10:00 p.m.

Social Activities (games & prizes)

Sunday, June 2, 1968

8:00 a.m.

Breakfast

9:15 - 11:00 a.m.

Individual Sessions with Employers, Counselors and Evaluation of Conference

11:00 - 12:00 Noon

Packing & Loading

12:00 - 1:00 p.m.

Lunch and Adjournment

ALTERNATE OPPORTUNITY CONFERENCE
Camp Green Meadows
May 31 - June 2, 1968

	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period	8th Period
GROUP # _____	A	B	C	D	E	F	G	H
GROUP # _____	B	C	D	E	F	G	H	A
GROUP # _____	C	D	E	F	G	H	A	B
GROUP # _____	D	E	F	G	H	A	B	C
GROUP # _____	E	F	G	H	A	B	C	D
GROUP # _____	F	G	H	A	B	C	D	E
GROUP # _____	G	H	A	B	C	D	E	F
GROUP # _____	H	A	B	C	D	E	F	G

Saturday's Group Sessions
Time Schedule = 40 min. + 5 min. rotation

A = _____	E = _____
B = _____	F = _____
C = _____	G = _____
D = _____	H = _____

GROUP # _____	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
	A	B	C	D	E	F	G
GROUP # _____	B	C	D	E	F	G	A
GROUP # _____	C	D	E	F	G	A	B
GROUP # _____	D	E	F	G	A	B	C
GROUP # _____	E	F	G	A	B	C	D
GROUP # _____	F	G	A	B	C	D	E
GROUP # _____	G	A	B	C	D	E	F

Saturday's Group Sessions
Time Schedule = 45 min. + 5 min. rotation

A = _____
 B = _____
 C = _____
 D = _____
 E = _____
 F = _____

GROUP #	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period	8th Period	9th Period
GROUP # _____	A	B	C	D	E	F	G	H	I
GROUP # _____	B	C	D	E	F	G	H	I	A
GROUP # _____	C	D	E	F	G	H	I	A	B
GROUP # _____	D	E	F	G	H	I	A	B	C
GROUP # _____	E	F	G	H	I	A	B	C	D
GROUP # _____	F	G	H	I	A	B	C	D	E
GROUP # _____	G	H	I	A	B	C	D	E	F
GROUP # _____	H	I	A	B	C	D	E	F	G
GROUP # _____	I	A	B	C	D	E	F	G	H

Saturday's Group Sessions
Time Schedule = 35 min. + 5 min. rotation

A = _____ I = _____
 B = _____
 C = _____
 D = _____
 E = _____
 F = _____
 G = _____
 H = _____

ALTERNATE OPPORTUNITY CONFERENCE

Camp Green Meadows

May 31 - June 2, 1968

Supervisors' Responsibilities and Duties

1. Each supervisor will be responsible for his/her group at all times.
2. Each supervisor will sleep in cabin with assigned group.
3. Will hold a democratic election to elect a group leader to represent his/her group.
4. Will lead group discussions as scheduled for counselors on program.
5. Will attend sessions with their group. When group is scheduled for individual sessions, supervisor may drop in on several sessions and assist where possible.
6. Will assist and participate in all social activities.
7. The following areas of responsibility are assigned to the following:
 - I. Assist with check-in: Boothe and Witten
 - A. See that all participants are assigned to proper cabins. Students from same area or school are not to be assigned to same cabin.
 - B. Assign and notify each counselor/supervisor of group and cabin number, i.e., cabin 4 and 5 = group 4 and 5
 - C. Check with each supervisor at end of conference to confirm that cabin is clear of all clothes and articles.
 - II. Assist with kitchen help and clearance after each meal: Fagan
 - A. See that all trays are carried to window, and paper containers are properly deposited in receptacles.
 - B. If volunteer help is needed in kitchen, contact supervisors to secure volunteers from each group.
 - III. Photography: Campi

Take photos of conference activities

Supervisors' Responsibilities and Duties (cont'd)

IV. Coordination of conference activities: Davis

Coordinate all activities of students, supervisors and employers.

V. Head counselor (boys): Cranmer

Oversee boys camp and assist other supervisors with any problems that may occur.

VI. Head counselor (girls): Witten

Oversee girls camp and assist other supervisors with any problems that may occur.

VII. Social activities: Maloney, Cardoza

A. Direct all social activities at conference, plan with group leaders for ideas and suggestions.

B. Plan for total involvement of all participants.

VIII. Assist and relieve supervisors when and where necessary: McCrady, Thompson

To substitute for, relieve, or assist any supervisor's general or specific duties.

Good luck, and have a successful conference.

APPENDIX C

EVALUATION OF CONFERENCE

GROUP LEADERS AND COUNSELORS EVALUATE THE CONFERENCE

The statistical chart in Appendix C will indicate that an overwhelming majority of the adult leaders considered the conference effort a good investment. Additionally, this same group enthusiastically declared their intention to participate in the future, if asked. Relating to question 6, most were impressed by counselor selection, accommodations and the organization of the conference. They were more dissatisfied with the inability to communicate adequately within the somewhat "spread out" camp sites. Ninety percent offered suggestions for strengthening a possible future conference in their response to question 8. The adults were generally negative in their reaction to question 3; yet, as a group, they did feel their effort helped some of the students.

STUDENT PARTICIPANTS EVALUATE THE CONFERENCE

Ninety-five percent of all the students declared their time spent at the two encampments to be worthwhile, and there was little question in their minds that they would choose to repeat the process if given the opportunity in the future. As a pronounced contrast to the adults' negative reaction to question 3, the students, conversely, were strongly supportive. The "target group" found relevance and meaning in both the general sessions and small group discussions (e.g., question 4). It should be stated here that such a reaction was the fervent hope of the conference planners throughout the intensive planning phase. Unlike the adults' general tendency to offer written remarks under question 8, the boys and girls were pretty evenly divided in their desire to respond. Yet, even the almost fifty-fifty response surprised the evaluators since it had been known beforehand that such a group of young people is, by and large, non-communicative.

ADAPT SUPPLEMENTARY EDUCATIONAL CENTER

Alternate Opportunity Conference Evaluation
PARTICIPANT QUESTIONNAIRE

(Comment When You Wish)

1. Do you consider the time you spent at the conference worthwhile?
Yes ☐ No ☐
2. If this conference was offered again, would you want to attend?
Yes ☐ No ☐
3. Would it be a good idea to offer a conference like this to 7th and 8th graders so they could be helped to make job decisions before high school?
Yes ☐ No ☐
4. Were the presentations realistic--that is, did they "hit" your problems?
 - a. General sessions: Yes ☐ No ☐
 - b. Small group discussions: Yes ☐ No ☐
5. Which of these were the strong points of the conference? (Check all those that were.)

a. Location ☐	d. Speakers ☐
b. Facilities ☐	e. Discussion group leaders ☐
c. Meals ☐	f. School counselors ☐
6. Which of these parts of the program could have been improved? (Check all those that could be.)

a. Location ☐	d. Speakers ☐
b. Facilities ☐	e. Discussion group leaders ☐
c. Meals ☐	f. School counselors ☐
7. Which person gave you the most information?
8. Now that I have attended the Alternate Opportunity Conference, I think...
(Use back of sheet.)

STUDENT RESPONSE SURVEY FROM EVALUATION QUESTIONNAIRE

North (30 Returns)				South (10 Returns)		Combined Totals	
Questions	Total	Percentage		Total	Percentage	Number	Percentage
1	Yes 28 No 2	93% 67%		10 0	100% 0%	38 2	95% 5%
2	Yes 25 No 5	83% 16%		7 1	70% 10%	32 6	80% 15%
3	Yes 25 No 5	83% 16%		6 1	60% 10%	31 6	78% 15%
4a	Yes 20 No 10	67% 33%		8 1	80% 10%	28 11	70% 28%
4b	Yes 21 No 9	70% 30%		8 2	80% 20%	29 11	73% 28%
5a	20	67%		7	70%	27	68%
5b	18	60%		2	20%	20	50%
5c	14	47%		5	50%	19	48%
5d	22	73%		6	60%	28	70%
5e	21	70%		6	60%	27	68%
5f	16	53%		4	40%	20	50%
6a	2	67%		1	10%	3	7½%
6b	8	27%		4	40%	12	30%
6c	6	20%		0	0%	6	15%
6d	12	40%		1	10%	13	33%
6e	7	23%		1	10%	8	20%
6f	3	10%		3	30%	6	15%
7a	Dept. of Employment	4		7a	Edison	2	
7b	Y.O.C.	4		7b	Telephone Co.	2	
7c	U.C. - Santa Cruz	4		7c	Moore Bus. Forms	1	
7d	Pacific Telephone	10		7d	County Rep.	1	
7e	PG & E	6		(Incomplete in the Southern section)			
7f	Panel	1					
7g	Carl Maloney	1					
7h	Lee Boothe	1					
7i	Manuel Lopez	1					
7j	George	2					
8	Yes 12 No 18	40% 60%		7 3	70% 30%	19 21	48% 53%

ADAPT SUPPLEMENTARY EDUCATIONAL CENTER

Alternate Opportunity Conference Evaluation
GROUP DISCUSSION LEADER'S AND COUNSELOR'S QUESTIONNAIRE

(Comment After Each Question)

1. Do you consider the time you spent at the conference a good investment?
2. If a similar conference was offered again, would you want to participate?
3. Would a similar conference for 7th and 8th graders (selected as potential dropouts) help them in vocational choices?
4. From all the feedback you monitored, did the students consider this a worthwhile endeavor?
5. Do you feel that you really helped some of these students?

6. Which of these were the strong points of the conference? (Check all that pertain.)

a. Participant selection	_____	e. Speaker selection	_____
b. Discussant selection	_____	f. Organization of conference	_____
c. Counselor selection	_____	g. Communications	_____
d. Accommodations	_____	h. Planning	_____

7. Which of these were weak points of the conference? (Check all that pertain.)

a. Participant selection	_____	e. Speaker selection	_____
b. Discussant selection	_____	f. Organization of conference	_____
c. Counselor selection	_____	g. Communications	_____
d. Accommodations	_____	h. Planning	_____

8. Have you any suggestions for strengthening the conference? (Use back of sheet if necessary.)

ADULT RESPONSE SURVEY FROM EVALUATION QUESTIONNAIRE

		North (15 Returns)		South (19 Returns)		Combined Totals	
Questions		Total	Percentage	Total	Percentage	Number	Percentage
1	Yes	14	93%	19	100%	33	97%
	No	1	7%	0	0%	1	3%
2	Yes	14	93%	19	100%	33	97%
	No	1	7%	0	0%	1	3%
3	Yes	8	56%	8	42%	16	47%
	No	7	44%	11	58%	18	53%
4	Yes	5	34%	13	68%	18	53%
	No	10	66%	6	32%	16	47%
5	Yes	7	44%	13	68%	20	60%
	No	8	56%	6	32%	14	40%
6a		10	66%	9	47%	19	56%
6b		6	40%	13	68%	19	56%
6c		10	66%	14	74%	24	70%
6d		11	73%	14	74%	25	74%
6e		4	27%	12	63%	16	47%
6f		12	80%	12	63%	24	70%
6g		5	34%	7	37%	12	35%
6h		7	44%	12	63%	19	56%
7a		4	27%	7	37%	11	32%
7b		3	20%	0	0%	3	9%
7c		0	0%	0	0%	0	0%
7d		0	0%	0	0%	0	0%
7e		1	7%	1	5%	2	6%
7f		0	0%	4	21%	4	11%
7g		4	27%	4	21%	8	24%
7h		2	13%	3	16%	5	14%
8	Yes	12	80%	18	95%	30	90%
	No	3	20%	1	5%	4	11%

ETHNIC COMPOSITION OF STUDENT CONFEREES OF THE CONFERENCE

Ethnic Group	Northern Conference	Percentage of Northern Totals	Southern Conference	Percentage of Southern Totals	Combined Totals Northern & Southern	Combined Percentage Northern & Southern
Anglo	2	5%	12	34%	14	17.5%
Mexican-American	29	65%	18	51%	47	59 %
Negro	14	30%	4	11%	18	22.5%
Other			1	(Indian) 4%	1	1 %
Totals	45	100%	35	100%	80	100 %

APPENDIX D

LETTERS OF SUPPORT

Tulare Union High School District

Tulare Union High School
Tulare Western High School
Tulare Adult Evening School
Tulare Continuation High School

Board of Trustees

JOHN P. L. KOEHMSTEDT, M.D., Chairman
MURIEL NYGREN, Clerk
ALLAN ASAY
DANIEL DeFOE
JOHN R. SULLIVAN

Telephone (209) 686-4761
700 East Kern Street
Tulare, California 93274

May 31, 1968

KEITH V. WAITE
Superintendent

ROSCOE K. CHITWOOD
Administrative Assistant

ALBAN S. EAVENSON
Supervisor of Attendance

Mr. Edgar M. Camaron
Staff Planner
ADAPT Supplementary Education Center
1500 South Mooney Blvd.
Visalia, California

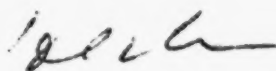
Dear Ed,

I would like to thank you and congratulate you and your staff for offering the opportunity for our students to participate in the Alternate Opportunities Conference at Scicon.

Although we cannot measure the value of the program at this time, I'm sure that many of the participants were quite receptive. The teachers seemed to have a positive feeling about the conference also.

Please convey my thanks and appreciation to the others on your staff that contributed to the success of the conference.

Sincerely,



Herbert E. Morrelli, Principal
Tulare Continuation High School

HEM:ms



Pacific Telephone

NORTHERN COUNTIES AREA

2700 WATT AVENUE, ROOM 2434 • SACRAMENTO, CALIFORNIA

AREA CODE 916 482-4310

EDUCATIONAL AND MINORITY RELATIONS

July 8, 1968

Mr. Edgar M. Cameron
Staff Planner
Pace Supplementary Educational Center
1500 South Mooney Blvd., Suite 13
Visalia, California 93277

Dear Mr. Cameron:

Thank you for your letter of June 27 and the news
of your conference success.

It was a rewarding experience for us to participate
in your meeting at Green Meadows.

If we can be of any help to you in the future in
any way, please do not hesitate to call me.

H. J. Vicchio
H. J. Vicchio

APPENDIX E

**ROSTER OF ADULT PARTICIPANTS IN
THE ALTERNATE OPPORTUNITY CONFERENCE**

COMPLETE ROSTER OF ADULT PARTICIPANTS IN THE
ALTERNATE OPPORTUNITY CONFERENCE

*Angove, Jerry
Birdsong, Gary
Boothe, Lee
Briggs, Hal
Brown, Morgan
Campi, Vincent
Cardoza, Joan
Chapin, Don
Conner, Leo
Cranmer, Elmer
Cranmer, Virginia
Culpepper, Virginia
Daudistel, Gil M.
Davis, Denard
Dixon, Leonard
Eddy, William
Fletcher, Thomas
Flowers, Chief R. C.
Garlin, Gary
Geis, Lloyd
*Gill, Wayne
Gurney, Ronald
*Hardy, Pat
*Krogh, Erik
Law, John, Sgt.
Lopez, Manuel
Lucas, Jim
McCrady, George
Mullowney, Glenn
Maloney, Carl
Mayhew, Victoria
Moore, Kay
*Morelli, Herb
Nicholas, Joseph
Obert, Vern
Potter, Grant
Potter, Lane
Robertson, Comer
Rockwell, Ray, Sgt.
*Rowe, William
Suess, Gerald

*Sparks, John
Thompson, Alvin
Travis, Gene
Vicchio, Harvey
Waters, Don
Weatherford, Sgt.
Yeager, Charles E.
*Cameron, Edgar M.

NB: * indicates membership on conference planning committee.

APPENDIX F
FINANCIAL REPORT

ALTERNATE OPPORTUNITY CONFERENCE

Scicon - May 28-29, 1968

Financial Report

1.0 Staff Administration and Personnel

Jerry Angove	\$ 100.00
Elmer Cranmer	100.00
Gil M. Daudistel	25.00
Gary G. Garlin	25.00
Lloyd Geis	25.00
Pat Hardy	25.00
Victoria Mayhew	30.00
Herbert E. Morelli	25.00
Glenn Mallowney	25.00
Joseph Leo Nicholas	25.00
William Rowe	25.00
Gerald E. Suess	25.00
Charles Yeager	25.00

2.0 Meals and Lodging at Scicon (including insurance coverage)	622.18
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3.0 Transportation

Tulare Union High School	<u>70.08</u>
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Total AOC - Scicon	<u><u>\$1,172.26</u></u>
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ALTERNATE OPPORTUNITY CONFERENCE

Camp Green Meadows - May 31-June 2, 1968

Financial Report

1.0 Staff Administration and Personnel

Denard W. Davis	\$ 150.00
Lee Boothe	65.00
Vincent Campi	65.00
Joan Cardoza	65.00
Elmer Cranmer	65.00
Virginia Cranmer	65.00
George McCrady	65.00
Carl Maloney	65.00
Alvin Thompson	65.00

2.0 Meals and Lodging at Camp Green Meadows (including insurance coverage)	672.00
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3.0 Transportation

Truman Benson	32.64
Elmer Cranmer	15.00
Virginia Cranmer	15.00
Daniel Hanson	32.64
Merced County Schools	170.55

4.0 Recreation Activities and Supplies	90.40
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5.0 Evaluation and Booklet Preparation

Denard W. Davis, Consultant	150.00
Vincent Campi, Consultant	150.00
Film and processing	20.00
Negatives and printing	50.00
Paper supplies for booklet	50.00
Printing	25.00
Stencils	4.00
Secretarial time	25.00

Total AOC - Camp Green Meadows	<u>\$2,172.23</u>
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GRAND TOTAL AOC's - GREEN MEADOWS - SCICON	<u><u>\$3,344.49</u></u>
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